



Curriculum Policy 2022 – 2023

Date approved:

Review date: Annually Reviewed – Autumn 2023

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Curriculum Intent



Our curriculum has been built to ensure a combination of academic (Head), vocational (Hands), and therapeutic (Heart) learning experiences to give students the knowledge, skills, and tools they need to become successful, productive, and well-rounded in adulthood. Oakwood Community School is always looking to provide an outstanding curriculum that meets the needs of our students. We believe in developing students' capacity to learn inside and outside of the classroom. It is this school offer that ensures that the pupils of Oakwood receive a rich and diverse experience in their time with us and leave us prepared for post 16 education and training, and adulthood.

Oakwood School's curriculum has three key intentions:

- 1) **An instrumental intention:** to support learners in gaining fulfilling employment once they leave school. This is supported in the younger years by helping them to achieve relevant qualifications where appropriate. For the purpose of the curriculum model, this intention is referred to as the **'head.'**
- 2) **An integral intention:** to enhance learners' enjoyment of learning, helping them to enjoy education for its own sake. This intention is referred to as the **'heart.'**
- 3) **An inherent intention:** to support learners in becoming valuable members of society. This is scaffolded through a focus on individual wellbeing and self-regulation as well as exploration of key social issues. This intention is referred to as the **'hands.'**

The Curriculum features six themes in a spiral. Each theme is revisited at the same time each year, enhancing learner engagement with its key ideas, and scaffolding deeper learning. Each theme is relevant to the disciplines of each subject as well as to the learners' social and emotional development. The curriculum is person-centered, personalised, and personal to the learner.

Intention	Implementation
<p>Head: employment and qualifications</p> 	<ul style="list-style-type: none"> • Literacy skills are developed through explicit, contextualised teaching of spelling, punctuation, and grammar at relevant points throughout the curriculum, this underpins all our subjects through a thematic approach. • The curriculum is text-driven and thematic, supporting learners in developing background and wider knowledge through reading, English, Humanities and Design Technology. • The curriculum enables learners to study content that maps across to GCSE skills and competencies, so that students can achieve these qualifications if appropriate. Other relevant qualifications are also catered for through this thematic approach. • Teachers and support staff have been trained on the importance of oracy and speaking and listening. They therefore create opportunities for learners to develop this key skill in lessons as appropriate.
<p>Heart: enjoyment</p>	<ul style="list-style-type: none"> • A range of engaging fiction texts have been selected to support learner understanding and interest in English.

	<p>These themes and contexts are explored further through Humanities and Design Technology.</p> <ul style="list-style-type: none"> • Picture books and multimodal texts are regularly used to promote engagement and enjoyment of literature regardless of learners' literacy levels. • Teachers and support staff have been trained on active learning strategies, enabling them to promote engagement and enjoyment in lessons across the curriculum. <p>Learners are introduced to a range of fiction texts as part of our aspiration to promote <i>reading for pleasure as the main focus of the curriculum</i>.</p>
<p>Hands: individual wellbeing and social integration</p> 	<ul style="list-style-type: none"> • The 'healthy lives' theme supports learner understanding of protective factors for mental health, as well as inspiring them by signposting positive role models in popular culture. • The 'individuals and their societies' theme supports learners in exploring how individuals reflect on their integration within or rejection of their respective societies. The 'Angels and demons' theme also explores how individuals who are different are treated by their communities. • 'The power of nature' theme supports learner understanding of environmental and ethical issues, as well as enabling learners to make connections between their experiences of 'The Way of the Horse' and Forest Schools. • The 'Myths, legends and folktales' theme scaffolds learner understanding of key texts from different literary traditions, understanding the role of stories in different societies. • Students participate in practical opportunities to learn through Forest School, Motor Mechanics, P.E, and Design Technology.

Pupils are supported to:

- Embrace the learning opportunities we create for them.
- Choose a pathway that builds upon their strengths, interests, and ambitions.
- Achieve a wide range of academic and Vocational qualifications.

- Develop their skills and talents.

At KS3 students have a broad and balanced program which follows the National Curriculum and allows them to craft and build particular strengths, special interests and talents in meaningful ways in preparation for KS4.

At KS4 each student is able to personalise their pathway and we offer a variety of accredited courses including GCSE and Vocational options. The majority of the academic curriculum is delivered at school but some of our students spend half a day or a full day following vocational courses at nearby Alternative Providers or using specialist resources.

Oakwood Community School is mindful of the need to be flexible at times within the curriculum to meet the needs of every single student. Sometimes individual needs require exceptional arrangements, in order to re-engage a student in learning and attending school.

We believe our curriculum creates confident individuals with a sense of self-worth, secure values and beliefs which leaves them open to the excitement and inspiration offered by the world around them.

Curriculum Implementation: Assessment

At Oakwood we use a range of assessment systems in order to show progress in both academic achievement but also in other areas of the curriculum and a pupil's development in Social Communication, Emotional Regulation, Independence, emotional literacy and behaviour.

For pupils at Oakwood Community School, assessment aims to:

Provide a baseline against which to measure attainment and progress in all areas, including Social, Emotional Development.

Identify the learning needs of an individual pupil or group of pupils. Inform planning, target setting and interventions.

Assist with the development of quality teaching strategies which motivate pupils. Comply with statutory requirements.

Inform parents and carers of their child's experiences and achievements.

Support the identification of barriers to learning and the development of strategies to overcome these.

Pupils are formally assessed in English, maths and ICT three times per year, the final assessment of the year often, but not always, being one which gains an accreditation. Pupils will only be entered for a qualification if it is agreed by all parties that they are ready, and we are confident that accreditation will be gained.

Pupils are entered for the BTEC qualifications once their body of coursework is ready and they have completed all necessary units in order to achieve the award.

Teachers assess other PAIL subjects, SCERI and behaviour using a RAG (Red/Amber/Green) rating, depending on how far pupils have met their targets. Further details on how each subject is assessed can be seen in the subject specific pages.

Curriculum Impact

Target Grades

Aspirational but achievable targets are set at the beginning of each school year and students' progress towards this is monitored. Lessons are planned by teachers taking into account the students' starting point, and the minimum expectation of them (Minimum Expected Grade or MEG). These are reviewed throughout the year to ensure they are still challenging to our students, and the students' MEG may be adjusted upwards.

We are aware of how a students' approach to their studies impacts upon their level of achievement. With that in mind we encourage students to aspire to be independent learners who actively participate in the learning process and take responsibility for their own learning.

Marking and Feedback

Our Marking and Feedback Policy aims to help students to reach or exceed their full academic potential. There must be a uniform approach to feedback across the school. Feedback should ensure students are fully aware of What Went Well, and how their work could be even better with next step targets.

We have a number of initiatives to ensure that marking and feedback is understood by all students.

These include:

- Purple Pen of Progress
- Dedicated Improvement and Reflection Time
- Consistent whole school marking for literacy
- Regular marking scrutinies are carried out by subject leaders and senior leadership team to ensure consistent application of these initiatives, and to evaluate their impact, making any necessary adjustments to ensure maximum impact upon students' progress.

Progress:

The three assessment windows per year inform teachers and leaders of pupils' attainment against standardised levels for those who are studying formal qualifications in GCSE, Functional Skills and BTEC.

The assessment data will also show pupils' progress from their starting points and also indicate who are either below, meeting or exceeding their expected targets. Progress in practical subjects assessed based on skills and tracked using Exposed, Emerging, Developing and Achieved statements.

Parents are informed of their child's progress three times per year as well as the Annual Review which monitors progress of the EHCP targets.

Curriculum Impact: Reading

Pupils are encouraged to read widely. Reading and oracy form part of daily sessions whereby students are involved 1:1 reading sessions; access to Accelerated Reader books and Star Reader quizzes; and Fresh Start reading and phonics intervention.

The English curriculum is text-driven and thematic, supporting learners in developing background knowledge through reading and support improvement in comprehension skills.

Students are able to complete Accelerated Reader comprehension tests about the books they are reading. This allows teachers and leaders to analyse reading and comprehension data and encourage reading during break and lunch times. Pupils also engage in 20 minutes of quiet reading at the beginning or end of each day.